Pearson BTEC

First teaching from September 2022

Pearson BTEC
Tech Award Level 1/2 in

Digital Information Technology

Component 1: Exploring user interface design principles and project planning techniques

L1/2

Pearson-set Assignment – sample

First teaching from September 2022

Issue 3

Pearson
BTEC Level 1/Level 2 Tech Award in Digital Information Technology

Pearson-set Assignment – Sample

Component 1: Exploring User Interface Design Principles and Project Planning Techniques

First teaching September 2022

Issue 3

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This Pearson-set Assignment is Issue 3. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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Summary of Pearson BTEC Level 1/Level 2 Tech Award Digital Information Technology Pearson-set Assignment for Component 1: Exploring User Interface Design Principles and Project Planning Techniques Issue 3 changes

Summary of changes made between the previous issue and this current issue	Page number
Consistency of learning outcome references in the mark grids.	Pages 11–15
Task 1b marking grid - change of 'reference to' to 'consideration of' in band 4-6.	Page 12
Task 3 mark grid – inclusion of the term 'methods' in the stem for bands 1-3 and 4-6.	Page 14

Summary of Pearson BTEC Level 1/Level 2 Tech Award Digital Information Technology Pearson-set Assignment for Component 1: Exploring User Interface Design Principles and Project Planning Techniques Issue 2 changes

Summary of changes made between the previous issue and this current issue	Page number
The wording in the *Introduction* section under Formal supervision and in the *Instructions to learners* section has been amended to clarify that learners can access their own course notes.	Pages 1 and 2
The wording in the *Guidance for teachers* section under During the assignment has been amended to clarify that any sources of information, ideas, text, audio and/or visual assets created by others that learners include in their work must be clearly identified and referenced. And that only permitted materials, such as learners' own course notes can be brought into the supervised assessment.	Pages 7 and 8

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Introduction

The key purpose of this assessment is for learners to develop their knowledge and understanding of what makes an effective user interface and how to effectively manage a project.

The assignment for this component consists of four tasks.

- In response to Task 1, learners will complete a project proposal template using a project proposal brief, taking into consideration the purpose and audience, project requirements, user accessibility needs and any constraints. They will use software to create a project plan using project planning and design methodologies and taking into consideration the project proposal brief and overall timescales for the project.
- In response to Task 2, learners will design an initial user interface for four screens of a user interface that meet user requirements and user accessibility needs and other specific hardware and software needs and design considerations.
- In response to Task 3, learners will use their initial design to develop a working prototype of the four screens of the user interface that meet user requirements and user accessibility needs.
- In response to Task 4, learners will review their user interface and project planning techniques. Their review will be against the following criteria – user requirements, ease of use, design principles and accessibility features. In addition, learners will suggest improvements to better meet audience needs.

This assessment will be offered twice a year. The timing of the assessment is approximately 6 hours of supervised assessment.

The assessment evidence is produced under formal supervision to ensure that learners' work is authentic and that all learners have had the same assessment opportunity. The formal supervision takes place in a session/s timetabled by the centre.

Levels of control within this set assignment

The levels of control outlined below must be adhered to and enforced by teachers following the release of the assignment to learners.

Formal supervision: The estimated hours stated for completion of each task in this set assignment refer to formally supervised hours. During formally supervised sessions, learners must work independently, cannot have access to the internet, cannot work with or discuss their work with other learners unless group or collaborative work is required or permitted. Work must be held securely in between supervised sessions and must not be taken in or out of sessions. Learners will be able to access their own course notes and any materials specified in the assessment.

Instructions to learners

You should read the information given in the vocational context and each task section of this assignment carefully prior to starting work. Tasks often link to one another, so it is important to make sure you understand all tasks before starting the assignment.

The assignment will take approximately 6 supervised hours to complete.

This is divided into approximately:

- 1.5 hours to complete Task 1
- 1.5 hours to complete Task 2
- 2 hours to complete Task 3
- 1 hour to complete Task 4

These timings are for guidance only, but should be used as an indication of how long to spend on each task. Your teacher will advise you when it is time to move from one task to the next.

You must work independently and should not share your work with other learners. All work must be your own and you must sign a declaration of authenticity to confirm this. If group work or collaboration is permitted, you must produce your own independent responses and evidence for the tasks.

Any sources of information, ideas, text, audio and/or visual assets created by others that you include in your work **must** be clearly identified and referenced. Using the work of others as your own or without proper acknowledgement is considered plagiarism and can result in disqualification from the assessment.

You may ask your teacher for support if you have questions about the requirements of tasks, what evidence you need to produce and any resources you are allowed to access, such as your own course notes. They cannot give you feedback about how to improve your work, or guide you to solutions to any questions or problems in the tasks.

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Pearson-set Assignment

Qualification	Pearson BTEC Level 1/Level 2 Tech Award in Digital Information Technology
Component number and title	**1:** Exploring User Interface Design Principles and Project Planning Techniques
Write your name here (Surname, Name)	
Completion time for assignment	Approximately 6 hours
Submission deadline	
Assessment series and year	Sample assignment

Vocational context	Designing efficient user interfaces is crucial in ensuring that users can interact with their hardware devices. The design should meet user requirements and use design principles. The designing and development of a user interface requires project planning, with clear deadlines and requirements. Once developed, the user interface should be reviewed to better meet the audience needs.

Task 1	Information about a user interface project proposal brief is attached in *Appendix 1: Project proposal brief*. This includes: • a project proposal • project timescales. You will need to use this appendix for these tasks. **Task 1a – Project proposal** Complete *Appendix 2: Project proposal template* to include: • purpose and audience of the project • project requirements • user requirements • constraints. **Task 1b – Planning timescales** Use a project planning tool to show: • timescales, including tasks and sub-tasks • key milestones • task dependencies. Use today's date as the start date of the project.

Learning outcomes covered	**A:** Understand interface design for individuals and organisations **B:** Be able to use project planning techniques to plan, design and develop a user interface
Checklist of evidence required	• Completed *Appendix 2: Project proposal template* • Project timelines in either a word-processed table, spreadsheet or project management software.
Resources needed	*Appendix 1: Project proposal brief* *Appendix 2: Project proposal template* Software to create a project plan
Supervised hours to complete the tasks	Learners would need approximately 1.5 hours to complete Task 1.
Number of marks	24 marks

Task 2	**Interface designs** The user interface for the information point must allow visitors to find the location and details of attractions, facilities and special events. The user interface will be used on touch screens positioned around the park. Your user interface should: • be easy to use • use appropriate design principles • include different accessibility features. Produce designs for four screens of the user interface. Your designs should include: • a home screen • an attraction screen • a facilities screen • a special event screen. Use *Appendix 3: Resource document* to help you with your designs.
Learning outcomes covered	**A:** Understand interface design for individuals and organisations **B:** Be able to use project planning techniques to plan, design and develop a user interface
Checklist of evidence required	• Hand drawn, or computer-generated designs for four screens of the user interface.
Resources needed	*Appendix 3: Resource document*
Supervised hours to complete the tasks	Learners would need approximately 1.5 hours to complete Task 2.
Number of marks	12 marks

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Task 3	**Prototype user interface** Use your user interface designs to create a working prototype of the user interface. Your prototype should include: • a home screen • an attraction screen • a facilities screen • a special event screen. Use the images and information in *Appendix 3: Resource document.*
Learning outcomes covered	**A:** Understand interface design for individuals and organisations **B:** Be able to use project planning techniques to plan, design and develop a user interface
Checklist of evidence required	• A word-processed report with annotated screenshots of the user interface prototype • Electronic copy of the prototype.
Resources needed	Appropriate software to create the user interface prototype *Appendix 3: Resource document*
Supervised hours to complete the tasks	Learners would need approximately 2 hours to complete Task 3.
Number of marks	12 marks

Task 4	**User interface review** **1.** Review the user interface against user needs. You should consider the strengths and weaknesses of the interface against: • user requirements • ease of use • design principles used • accessibility features. **2.** Suggest improvements that could be made to the user interface to better meet the audience needs.
Learning outcome covered	**C:** Be able to review a user interface
Checklist of evidence required	• A work-processed report • Review document.
Resources needed	None
Supervised hours to complete the tasks	Learners would need approximately 1 hour to complete Task 4.
Number of marks	12 marks

Guidance for teachers

(to be removed before assignment distribution to learners)

General guidance	This assignment has been designed to allow learners to meet the assessment requirements of the component by engaging in vocationally relevant tasks and activities. You must issue this assignment allowing sufficient time for learners to complete it. You should advise learners of the timetabled sessions during which they should complete monitored preparation and when they will undertake supervised assessment. You should direct learners to read the information given in the vocational context and each task section of this assignment carefully. Tasks often link to one another, so it is important to check that learners understand all tasks before they start the assignment.
Specific guidance	The assignment will take approximately 6 supervised hours to complete. This is divided into approximately: • 1.5 hours to complete Task 1 • 1.5 hours to complete Task 2 • 2 hours to complete Task 3 • 1 hour to complete Task 4. These timings are for guidance only, but should be used to give learners an indication of how long to spend on each task and to schedule your assessment sessions. Tasks can be conducted and evidence can be produced across several sessions. The timings provided do not include any time required for taking photographs and importing images. **Submission of evidence for moderation** Evidence submitted for moderation should include a clearly labelled digital folder per learner containing: • all work completed for the assignment • a completed declaration of authenticity. **Guidance on preparing evidence for submission** • Consideration should be given to the quality and clarity of images/scans, audio and/or video submitted as evidence. Images included should be of sufficient size to clearly show the quality/nature of the work being demonstrated. • Digital files should be saved in an accessible format that does not require specialist software to access.

Opportunity to contextualise this assignment	No contextualisation is allowed for this assignment. You must not change any aspect of the vocational context or tasks. The set of tasks form a coherent whole, addressing all the learning outcomes and allowing access to the full range of marks. Altering any aspect of this assignment may constitute malpractice and will be subject to investigation by Pearson.
Before carrying out the assignment	Before this assignment is given to learners, they must undertake a learning programme covering the knowledge, understanding and skills outlined in the component content in the specification. They should be given sufficient time to develop their knowledge, understanding and skills in order to achieve their full potential.

During the assignment	For the duration of the assignment:
	• all work must be completed independently by the learner under appropriate monitoring and supervision to ensure authenticity
	• work must be produced in response to the assignment and no work completed during teaching can be used or adapted for this purpose
	• guidance or support can only be given to learners in order to clarify:
	  ○ the requirements of tasks
	  ○ the evidence they need to produce
	  ○ any resources they are allowed to access
	• learners cannot receive any guidance or instruction about how to improve work to meet mark bands or solutions to questions or problems in the tasks
	• learners must not be given any support or feedback in writing or editing notes
	• learners must not be provided with centre-derived writing frames, prepared formats, templates or any other forms of scaffolding
	• any permitted group or collaborative work must be clearly defined
	• any sources of information, ideas, text, audio and/or visual assets created by others that learners include in their work must be clearly identified and referenced
	• appropriate steps must be taken to prevent plagiarism and/or collusion through supervision and regular checks of work as it develops.

	Maintaining security during formal supervision Any work learners produce under supervision must be kept securely between sessions and during breaks. Designated assessment areas must only be accessible to the learner and to named members of staff. Learners can only have access to their work under supervision. Only permitted materials, such as learners' own course notes, can be brought into the supervised assessment and no materials should be removed. Learners are not permitted to have access to the internet or other resources that might compromise the security of the assessment.
Approach to teaching and learning to support learners to *'get it right first time'*	In order to fully prepare learners, before the Set Assignment is distributed, they should: • attempt formative assessment tasks that model important elements of the activities to be carried out in this assignment • receive feedback on how they performed including what they did well and how they can further improve.
Other materials	This Set Assignment does not include any additional materials and it is expected that learners produce their own evidence. Learners must not be provided with writing frames, prepared formats, templates or any other forms of scaffolding.

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Assessor guidance

Your role as the assessor	As the assessor of this internal assessment, it is your role to: • ensure correct processes to maintain security and authenticity are followed for the duration of the assessment • make and record assessment decisions using the mark bands • provide feedback to learners about their achievement. When acting in dual roles as both teacher and an assessor, you should help learners to understand your responsibilities in each capacity so they are aware of the differences during learning and assessment.
Your assessment decision	You must assess learners' evidence for this Pearson-set Assignment using the marking grids for the relevant component provided in this document. Marking grids have four mark bands, each containing the descriptors specifying the level of knowledge, understanding and skills that learners are required to demonstrate to be awarded the marks associated with that band. The descriptors for each band are written to reflect the marks at the top of the mark band and the descriptors should be read and applied as a whole. A glossary of terms used in the marking grids is provided in *Appendix 1* of the specification. **Using a 'best fit approach' to marking the assignments** In applying the marking grid, assessors are required to: • first make a holistic judgement on which mark band most closely matches the learner's response for the evidence being assessed. Each mark band contains a number of 'bulleted traits' that in combination provides a descriptor of the expected performance of a learner in relation to the individual task within the assignment. Consideration should also be given to the descriptors in the mark bands above and below to ensure the correct mark band is selected. The learner's response does not have to meet all the characteristics of a mark band's descriptor before being placed in that mark band, as long as it meets more of the characteristics of that mark band than of any other • after placing the learner's response within a mark band, the assessor should then make a more refined judgement as to whether the learner's response is towards the higher, or the lower end of the mark range for that mark band, and allocate a final mark accordingly within the marks available in that mark band.

	Further guidance on deciding a final mark The award of marks must be directly related to the descriptors in a mark band. Assessors should be prepared to use the full range of marks available. When deciding upon a final mark, assessors should take into account how well the learner's response meets the requirements of the descriptor in that mark band. • If the learner's response meets the requirements of the descriptor fully, assessors should be prepared to award full marks within the mark band. The top mark in the mark band is used for a learner's response that is as good as can realistically be expected in that mark band. • If the learner's response only barely meets the requirements of the descriptor (but is better than the previous descriptor), assessors should consider awarding marks at the bottom of the mark band. The bottom mark in the mark band is used for a learner's response that is the weakest that can be expected in that mark band. • The middle marks of the mark band are for a learner's response that is a reasonable match to the descriptor. This might represent a balance between some characteristics of the descriptor that are fully met and others that are only barely met. • Where there is no evidence worthy of credit, no marks (0 marks) must be awarded.

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Marking grid – Component 1

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1a: Project proposal **Learning outcome A: Understand interface design for individuals and organisations** **Learning outcome B: Be able to use project planning techniques to plan, design and develop a user interface**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of relevant project proposal methods. Evidenced through: • **superficial** consideration of the project requirements with **little** reference to the project brief • **superficial** consideration of the user requirements with **little** reference to the project brief • **superficial** consideration of the constraints with **little** reference to the project brief.	**Adequate** application of relevant project proposal methods. Evidenced through: • **partially** appropriate consideration of the project requirements with **partially** accurate reference to the project brief • **partially** appropriate consideration of the user requirements with **partially** accurate reference to the project brief • **partially** appropriate consideration of the constraints with **partially** accurate reference to the project brief.	**Good** application of relevant project proposal methods. Evidenced through: • **mostly** appropriate consideration of the project requirements with **mostly** accurate reference to the project brief • **mostly** appropriate consideration of the user requirements with **mostly** accurate reference to the project brief • **mostly** appropriate consideration of the constraints with **mostly** accurate reference to the project brief.	**Comprehensive** application of relevant project proposal methods. Evidenced through: • **fully** appropriate consideration of the project requirements with **fully** accurate reference to the project brief • **fully** appropriate consideration of the user requirements with **fully** accurate reference to the project brief • **fully** appropriate consideration of the constraints with **fully** accurate reference to the project brief.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1b: Planning timescales **Learning outcome A: Understand interface design for individuals and organisations** **Learning outcome B: Be able to use project planning techniques to plan, design and develop a user interface**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of project planning tools to plan the timeline of the project. Evidenced through: • **superficial** consideration of timescales, including tasks and sub-tasks with **little** reference to the project brief • **superficial** consideration of key milestones with **little** reference to the appropriateness of the project brief • **superficial** consideration of task dependencies with **little** reference to the project brief.	**Adequate** application of project planning tools to plan the timeline of the project. Evidenced through: • **partially** appropriate consideration to timescale, including tasks and sub-tasks with **partially** accurate reference to the project brief • **partially** appropriate consideration of key milestones with **partially** relevant reference to realistic timings • **partially** appropriate consideration of task dependencies with **partially** accurate reference to the project brief.	**Good** application of project planning tools to plan the timeline of the project. Evidenced through: • **mostly** appropriate consideration of timescales, including tasks and sub-tasks with **mostly** accurate reference to the project brief • **mostly** appropriate consideration of key milestones with **mostly** relevant reference to realistic timings • **mostly** appropriate consideration of task dependencies with **mostly** accurate reference to the project brief.	**Comprehensive** application of project planning tools to plan the timeline of the project. Evidenced through: • **fully** appropriate consideration of timescales, including tasks and sub-tasks with **fully** accurate reference to the project brief • **fully** appropriate consideration of key milestones with **fully** relevant reference to realistic timings • **fully** appropriate consideration of task dependencies with **fully** accurate reference to the project brief.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2: Interface designs **Learning outcome A: Understand interface design for individuals and organisations** **Learning outcome B: Be able to use project planning techniques to plan, design and develop a user interface**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of relevant user interface design methods and design principles. Evidenced through: • **basic** initial designs that meet **few** user requirements • **superficial** consideration of user accessibility features with **little** reference to the project brief • **superficial** consideration of design visualisation including input or output screens with **little** reference to the project brief.	**Adequate** application of relevant user interface design methods and design principles. Evidenced through: • **partially** developed initial designs that meet **some** user requirements • **partially** appropriate consideration of user accessibility features with **partially** accurate reference to the project brief • **partially** appropriate consideration of design visualisation including input or output screens with **partially** accurate reference to the project brief.	**Good** application of relevant user interface design methods and design principles. Evidenced through: • **mostly** developed initial designs that meet **most** user requirements • **mostly** appropriate consideration of user accessibility features with **mostly** accurate reference to the project brief • **mostly** appropriate consideration of design visualisation including input or output screens with **mostly** accurate reference to the project brief.	**Comprehensive** application of relevant user interface design methods and design principles. Evidenced through: • **well-**developed initial designs that **fully** meet **all** user requirements • **fully** appropriate consideration of user accessibility features with **fully** accurate reference to the project brief • **fully** appropriate consideration of design visualisation including input or output screens with **fully** accurate reference to the project brief.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3: Prototype user interface **Learning outcome A: Understand interface design for individuals and organisations** **Learning outcome B: Be able to use project planning techniques to plan, design and develop a user interface**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of user interface development methods. Evidenced through: • **basic** use of design principles with **little** use of layout, whitespace and consistency • **basic** use of navigation methods with **little** reference to the project brief • **superficial** consideration of user experience and accessible needs with **little** reference to the project brief.	**Adequate** application of user interface development methods. Evidenced through: • **partially** appropriate use of design principles with **partially** effective use of layout, whitespace and consistency • **partially** appropriate use of navigation methods with **partially** accurate reference to the project brief • **partially** appropriate consideration of user experience and accessible needs with **partially** accurate reference to the project brief.	**Good** application of user interface development methods. Evidenced through: • **mostly** appropriate use of design principles with **mostly** effective use of layout, whitespace and consistency • **mostly** appropriate use of navigation methods with **mostly** accurate reference to the project brief • **mostly** appropriate consideration of user experience and accessible needs with **mostly** accurate reference to the project brief.	**Comprehensive** application of user interface development methods. Evidenced through: • **fully** appropriate use of design principles with **fully** effective use of layout, whitespace and consistency • **fully** appropriate use of navigation methods with **fully** accurate reference to the project brief • **fully** appropriate consideration of user experience and accessible needs with **fully** accurate reference to the project brief.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 4: Review user interface **Learning outcome C: Be able to review a user interface**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** justified review of the user interface. Evidenced through: • **superficial** lines of reasoning on how the user interface meets user requirements and ease of use • **superficial** lines of reasoning on the use of design principles and accessibility features • **narrow** range of **superficial** improvements to the user interface that could be developed to better meet audience needs.	**Adequate** justified review of the user interface. Evidenced through: • **partially developed** and **generally** appropriate lines of reasoning on how the user interface meets user requirements and ease of use • **partially developed** and **generally** appropriate lines of reasoning on the use of design principles and accessibility features • **reasonable** range of **partially** appropriate improvements to the user interface that could be developed to better meet audience needs.	**Good** justified review of the user interface. Evidenced through: • **mostly developed** and **largely** appropriate lines of reasoning on how the user interface meets user requirements and ease of use • **mostly well-developed** and **largely** appropriate line of reasoning on the use of design principles and accessibility features • **range** of **mostly** appropriate improvements to the user interface that could be developed to better meet audience needs.	**Comprehensive** justified review of the user interface. Evidenced through: • **well-developed** and **fully** appropriate lines of reasoning on how the user interface meets user requirements and ease of use • **well-developed** and **fully** appropriate lines of reasoning on the use of design principles and accessibility features • **wide** range of **fully** appropriate improvements to the user interface that could be developed to better meet audience needs.

Appendix 1: Project proposal brief

Project proposal

A local theme park requires a digital information point.

The digital information point will be used by visitors to find the location and details of attractions, facilities and special events.

The information point will be accessed using touch screens positioned around the park.

The audience for the information point will be adults, families with young children and visitors with accessibility needs.

The language used on the screen should be clear and easy to use. The location and details of attractions, facilities and special events should be clear and accessible.

The digital information point should be installed for the summer holiday.

Timescale

It is estimated that the information point will take 11 weeks to complete.

Design stage (3 weeks total):

- research existing user interfaces
- project proposal
- produce initial designs.

Development stage (7 weeks total):

- prototyping
- implementation.

Review stage (1 week total):

- user interface.

Throughout the project, you will also need to schedule meetings with the client.

Appendix 2: Project proposal template

Purpose and audience of the project

From assignment

Project requirements

User requirements Output requirements; to include visual, audio, haptic Input requirements; to include mouse, keyboard, voice, touch User accessibility requirements.

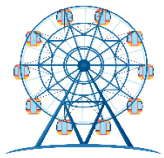
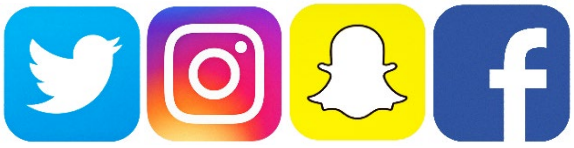
User accessibility requirements

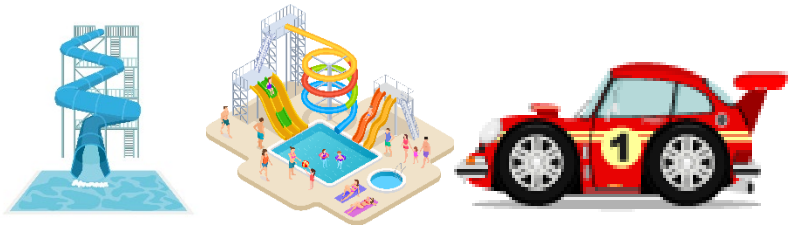
From assignment

Constraints

Constraints: Time Resources Task dependencies Security

Appendix 3: Resource document

Select any image	
Theme park logo	
Location	
Parking	
Toilets and baby changing station	
Help information	
First aid	
Social media	

Food	
Attractions	

Opening times	We're open 10 am–4:30 pm
Entrance fees	Family £40.00 Adult (16+ years) £13.00 Child (3–15 years) £ 9.00 Senior (60+ years) £12.00 Disabled £0.00 Children aged 2 and under are free

Food and drink kiosks	Food and drink kiosks have a large selection of hot and cold drinks and snacks. Come and try our world famous milkshake and cupcakes!
Lion Food Court	Lion Food Court offers delicious food from 10 am–3.30 pm. Children under 2 eat free of charge.

Special event	Be the first to ride the GLOBULAR! It's the highest ride in Europe This white-knuckle ride opens Sunday 1 pm Adrenalin junkies only First ride free	

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